

Three Rivers School District Board of Directors met for a regular session, Tuesday, December 3, 2013 at the District Administrative Office, 8550 New Hope Road, Grants Pass, Josephine County, Oregon at 6:00 p.m.

PRESENT: Ron Crume, Chairperson of the Board, Zone IV
Kate Dwyer, Member of the Board, Zone I PRESENT
Danny York, Member of the Board, Zone II
Kara Olmo, Member of the Board, Zone III
Ron Lengwin, Vice-Chair of the Board, Zone V
Patricia Adams, Superintendent-Clerk
Debbie Breckner, Director of Human Resources and Athletics
David Marshall, Director of Support Services
Dave Valenzuela, Director of K-12 Education and Technology
Stephanie Allen-Hart, Director of Student Services

Also Present: Janice Hawk, Kathy Suits, Ernie Stone, Diana Anderson, Lois Maxwell, Annie Burnham, Bill Walsh, Mary Walsh, Peggy Oliver, Joe Oliver, Linda Smock, Greg Smock, Isaac Davies, Larry Ellis, Mandy York, Debi Benedict, David Shortreed, Darin Fowler, Anne Kaun, Cathy Penland, Diane Bushnell, Steve Nichols, Kathy Medina, Kurt Ramme Jr., Keith Trahern, Patty Dickens-Turk/Hidden Valley HS Assistant Principal, Steve Raycroft and Shelly Quick/Recording Secretary. ALSO PRESENT

Board Chair Crume called on Member York for a prayer. He then asked the audience to join in the Pledge of Allegiance. CALL TO ORDER

Board Chair Crume presented the Consent Agenda. All items on the Consent Agenda may be approved by a single motion unless a member of the Board or the Superintendent requests an item be removed and voted on separately. Member York made a motion to approve the Consent Agenda as presented. Member Olmo seconded and the motion passed unanimously. CONSENT AGENDA

Boar Chair Crume stated they are here to talk about Common Core and hear what the Superintendent and Curriculum Director have to say about the topic. There have been several questions, comments and e-mails about the topic that seem to be a big point of concern so they felt it would be good for the board to have a chance to hear about the Common Core from the District's point of view and hear some of the community comments about it. COMMON CORE

Superintendent Adams presented a packet to the board for discussion, responded to the questions the board sent. Included in the packet:

- "Why the Common Core" brief sheet
- A copy of "State School Fund Grant" in response to questions about finance
- Policy "BBBB" in response to the question regarding the obligation of the School Board"

Common Core can be anywhere from a two to three-hour presentation. To do the

COMMON CORE
(CONTINUED)

value of Common Core we would really need to have children and teachers come and talk about what it looks like in their classroom. She has been in over 100 classrooms just this fall, collectively the directors and herself have been in over 500 classrooms since September. They have had an opportunity to observe the learning and talk to children about what they are learning and to answer the Board's questions:

- *Have we adopted Common Core?* The local school boards do not adopt the Common Core Standards. The Common Core Standards is adopted by the State Board of Education. The local board is responsible for the adoption of the policies that are required by the Division 22 Standards. When the Board signs off on the Division 22 Standards that is a sign of assurance that they are in compliance with the Oregon Department of Education, the ORS's and the law.
- *What grade levels are involved in Common Core?* Common Core is a K-12 foundation for the Oregon Diploma. In October 2010 the State Board of Education adopted Common Core State Standards in English, Language Arts, & Literacy, History/Social Studies, Science and Mathematics.
- *Have we received any money to adopt Common Core Standards?* Noncompliance with state guidelines can result in the withholding of school funds. Oregon law ORS 327.103(1) provides that all school districts are presumed to maintain a standard school district until the school district has been found to be deficient by the standards and rules of the State Board of Education. If a school is found to be deficient, they would be going under a corrective action plan. The corrective action plan has to be submitted within ninety days. The result of that could be that portions of the State School Fund may be withheld until the deficiencies are corrected. A copy of the State School funding is included in their packet so they know what might be at risk.
- *If so, how much money and what are our obligations?* The money could be the State School funding and Title Program Funding. Our Title programs are well over millions of dollars. The obligation would be to comply with the oath that they took in Board Policy BBBB, which is also included in their packet.
- *Can we back out of Common Core?* Failure to implement the Common Core State Standards adopted by the State Board of Education could have significant financial repercussions, since districts receive the majority of their funding from the State School Fund. A district could also face losing federal funding since academic content standards are a requirement of the No Child Left Behind Act.
- *What is the fine print of Common Core?* She was not exactly sure what was meant by "fine print" so she included some of the background information is that where it stemmed from. The Common Core State Standards stem from a 2009 partnership of the National Governors Association for Best Practices and the Council of Chief State School Officers. Forty-eight states, including Oregon, agreed to help develop national standards for college and career readiness, and set a series of grade-level standards tied to that end goal.

Also included in the packet is "Why the Common Core". Superintendent Adams showed a three minute video which illustrates "Why the Common Core" and the emphasis is career and college readiness and the level of rigor that is included in Common Core. The video gives a very concise, simple understanding of Common Core without going through the many pages.

Superintendent Adams stated the key on the Common Core State Standards is that it is a standard, it is not the curriculum, it is not the assessment and it is not the instruction. The curriculum, assessment and instruction is our local control. The standard is the Common Core. There is a significant difference between the standard and how it is taught and what materials and resources are used to teach it.

Another question that the Board asked is “Do our teachers have the resources that they need to teach Common Core?” and her response to that is based on informal conversations that she has had with the Association and with teachers and principals. There is a common theme of needing more time. With class size increasing, with diversity in the classroom, with students who have higher level needs, with students who are accelerated; teachers have classroom sizes of 30 and to prepare for these students and give them the attention that they deserve, they do need more time. Another area she is hearing is resources, our classroom books are twelve years old—or older. We have not had an adoption of a textbook in this district in eight years. We are not current in our resources in our classroom and our teachers do need more time to prepare and plan for instruction.

Superintendent Adams introduced Directors Dave Valenzuela, Debbie Breckner and Stephanie Allen to give a brief overview of what the Common Core is without going into a lot of depth to allow time to hear from the community as well. Director Valenzuela stated the video explained essentially what the standards are. They are specific and detailed benchmarks that let teachers know what their students should know when they leave their classroom. Common Core State Standards are very similar to what are content state standards were. Simple skills are placed in different grade levels attained at different times throughout the child’s education. Director Allen reported that Common Core standards are not programs, they are not curriculum, and they don’t dictate how teachers should teach. Teachers will continue to devise lesson plans and tailor instruction to the individual needs of the students in their classroom. It is a guide for teachers for what the student needs to know as they leave their classroom. Director Valenzuela stated that they looked at what our content standards that they have been using for several years and how they lined up with Common Core State Standards. He provided an illustration that showed the changes lined up with our curriculum. After reviewing all grade levels, there was a significant number of standards that were already aligned, so Common Core State Standards that were adopted by the State of Oregon were already aligned to some degree by what we were already teaching before. There was some change that had to be made in some grade levels and some grade levels had more change than others—and some had less, but there were a lot of similarities between the two. Director Valenzuela provided a list of the district’s “Title” grants and funding sources. Our largest is Title IA, supports all of our elementary schools, one of our middle schools, and one of our high schools completely in the amount of \$2,642,896. Title IIA provides professional development funds for all of our schools in the district (\$406,632); Title III supports our ELL \$5,404); Title IVB is 21st Century after school program (\$475,000); Title X supports our homeless students and families in the district (\$30,000). In total is almost \$3.6 million that we receive in federal funds. Director Breckner explained the large majority of our Title funds pay for staff. If those dollars were no longer available to the district the list of staff that would need to be eliminated is identified. With the Title I fund, being the largest fund, we have a significant percentage of staff at the elementary level, that are funded through Title I. The intent of Title I was to not supplant regular education, but to supplement. At the elementary level we have approximately 41.5 FTE classified staff that provide additional support in the classroom to students who are struggling, particularly at the elementary level, which is the foundation we need kids to get their early literacy skills in math, reading and writing. Title IIA is the district professional development is where we have our teachers on special assignment (TOSA), our instructional coaches that work and coach all teachers throughout the district. Title III, which is our English Language Learners (ELL) is where we provide professional development to all of our teachers who have those students in their classrooms as well as professional development training for the ELL staff. The 21st Century program has been a common program for multiple years out in the Illinois Valley schools, but this year has been added to Fleming and Lincoln Savage and is providing after school opportunities and classes to students after the school day ends that enrich

COMMON CORE
(CONTINUED)

both their academics as well as some fun things that are included as well. If we were no longer eligible to receive Title I funds those positions would be eliminated.

Superintendent Adams called for questions or discussion. This is the beginning of a series of conversations and illustrations of the teaching and the instruction and learning that goes on in our school district. The district will prepare any information they would like and hopes they will read all of the standards so they become familiar with them and what they mean. She invited them to join her to go into classrooms and to meet with teachers and to talk to kids about what learning looks like.

Board Chair Crume responded that he has several questions and some comments. But before he gets into that, would like to hear what the public has to say and what some of the comments are going to be. He agrees that he does not think this is going to be the first and the last meeting. From what he has heard, and the concerns from the public and our community, he thinks there needs to be a time of presenting and to hear some different points of view.

Member York asked as a district, what type of input we have towards the standards? Superintendent Adams responded that the standards are set, just as they were before Common Core. There is local control for the curriculum we teach and the resources that we use, and the instruction that goes on in the classroom. As the video showed, all students in the 46 states and international standards are striving toward the same standard. How we teach it, and what materials we use to teach it, comes from within.

Director Valenzuela added that what the district has done to address resources is that we have spent a lot of productive time taking our resources, our curriculum, and realigning it. From his observation into that process, it has been extremely valuable. There are regular conversations about standards now, as there weren't in the past in this district—which has proven to be quite powerful.

Board Chair Crume asked Superintendent if the district, in fact, can adopt any curriculum we want—that the Common Core is just standards? Superintendent Adams responded that is correct. Member Olmo stated that she went through and looked at the standards, and they seem to be fairly basic, the benchmarks. A lot of the concern she is hearing has to do with what material and what curriculum they are providing to reach those. There are also questions about the amount of testing and methods of testing. There are also questions about what we are doing with all of the data—what we have internally within the district and what we are sending to the state, and then what can the state do with that data? Superintendent Adams responded that the state has one assessment, which is the OAKS assessment—next year it will be Smarter Balance. Students may take the test up to two times. Director Valenzuela added that two years ago students were tested up to three times. If they didn't meet the standard on OAKS they tested again, up to a third time. This year and last year we were reduced to two attempts on the OAKS assessment. Smarter Balance will allow the district to test one time at the end of the year during a two week window. The amount of testing actually decreases starting next year. The tests are given at grades third through eleventh.

Board Chair Crume hears that we can adopt any curriculum we want, but strongly questions the content of the curriculum. He has read so much on the internet about different parts of the country being directed as to how they teach US History, how they teach the Gettysburg address and how they teach the second amendment and constitution. Sex education that's supposedly coming down the pike our way with dates of implementation on that. Although it sounds good that we're being told we can choose a curriculum, he is very concerned. Superintendent responded that for those who watched the Common Core webinar—that was stated in the webinar. There was a very clear slide on standards, curriculum and assessment.

Director Breckner added that locally, here in this district, in terms of telling the teacher how they are going to teach a particular topic. That is protected in the Collective Bargaining Agreement that teachers have academic freedom to teach a topic as they choose to, and if we were to mandate that we would be in violation of Collective Bargaining Agreement. Director Valenzuela stated that at this point we are using the exact same curriculum that we have been using to teach the state standards because we haven't been able to purchase any curriculum. The last purchase that we made was in mathematics, K-5, a couple of years ago. We are using the same exact curriculum in K-12 English/Language Arts that we used to teach previously. The resources are being re-allocated to the appropriate grade levels, but it is the same material. The Gettysburg Address and the Second Amendment, which are under Social Studies, are not included in the Common Core.

COMMON CORE
(CONTINUED)

Member Olmo stated she has been hearing a lot of concern about where this is going. Not exactly concerned about where we are at right now—the idea that we are trying meet specific benchmarks at certain grade levels or cover specific topics at certain grade levels so there is some consistency from state to state. She is hearing a lot about gathering so much information and even health and social issues and where the content is potentially coming from, and who is behind it. Last night there was a webinar by the Oregon School Boards Association, for members to listen to, and the assistant superintendent was posed the question about social programs and where content comes from. He reacted like it was the first he had heard of it. There are a lot of thoughtful people that have a lot of concern about where the content that's going to fill this to meet the benchmarks is coming from and who is developing it and are we going to be forced to allow our teachers to teach something in a way that the community is not comfortable with?

Board Chair Crume stated he strongly supports every teacher in our district, all of the administrators and staff. He is approaching this as a concerned citizen in his community and as a board member of Three Rivers School District. He added that we have a long way to go in the meeting, but he knows we have also heard what we've heard now, and seen what we've seen today—but when you look at the schedule and the agenda from the federal government on the Common Core State Standards you tend to find books like “The National Sexuality Education Standard”. When he's told that we have the right to choose a curriculum—when he reads in the book what they want the second, third and fourth graders to know, and it's spelled out in detail, he can't help but think the glass is a little foggy. He wants what is right for the kids of our community, his nieces and nephews and grandkids that are going to be going to these schools.

Board Chair Crume then moved on to the public comment portion of the meeting and normally we set twenty minutes aside—we are having this meeting because of so many e-mails, phone calls, text messages and letters that he will push the limit out a bit. He has asked some of the people that he knows that are going to present to try to keep it to a 5-10 minute minimum. We will have time for some questions. He asked people to keep their comments professional and respectful.

Janice Hawk/Salt & Light Calvary Chapel—stated she was here to give her concerns and reasons about Common Core State Standards (CCSS) initiatives, the new federal education program that Governor Kitzhaber quietly signed in 2010 which now is being implemented in all of our districts across Oregon for math and English/language arts. Most people have not yet heard of CCSS, which was by design. Congress did not know either and was side-stepped. Both Congress and all of the state legislators in the 45 states that signed on to it were by-passed in the decision-making. Why? - because this is the way the administration and the Federal Department of Education designed it. They recruited “Achieve, Incorporated” to write the CCSS then worked in conjunction with two national consortiums—Smarter Balanced Assessment consortium and Partnership for Assessment of Readiness for College and Careers. The federal government then realized the need to

COMMUNITY
COMMENT

COMMUNITY COMMENT
CONTINUED

make this look like a state-generated initiative. The Department of Education recruited the National Governor's Association and the Council of Chief State Officers, both of which are Washington DC based trade associations, and neither of which had a grant of authority from states to write national school standards. This made the implementation of the CCSS efforts much easier to enact it to the states without a lot of controversy and haggling. The Department of Education went to the governor's directly while their legislators were not in session so discussion, nor a vote by the legislators, were held. This new education program preparing the way for a race to the top assessments will take place starting 2013-2014, when all of the computer software is in place to test the minds of the nations children and the children of Oregon, which is already started to see how well the Common Core has been sufficiently taught. Common Core pretends to be a benign state program—state written and state controlled. It is sold as being more rigorous and internationally benchmarked and that it will better prepare students for college and the workplace. This claim has now been recanted by the CCSS Initiative website and is no longer posted there. However, she is afraid that none of the above is true. Common Core is really a deceptive Trojan horse of program written by Achieve, Incorporated in conjunction with the two national consortiums, siphoned through the National Governor's Association and the Council of Chief State Officers both of which are DC based. It is imposing a national top-down standards in curriculum on all of the 45 states that have signed on to it. They are told by the administration that the CCSS were voluntarily adopted by the states that have signed on to the program. Actually, it was more like the states were coerced by tempting them with enormous stimulus grant money. A waiver to get out of No Child Left Behind's rigid requirements, and threatening to take away Title I funds if they did not sign on. Please review this important information while you can still exercise your power as a member that is part of the local school board, for which you were voted into by those who pay school taxes, like herself.

Mary Walsh/Salt & Light Calvary Chapel—She thanked the board for the opportunity to address them and for all of their hard work. Common Core State Standards (CCSS) initiative is in violation of three federal laws. Kent D. Talbert, formal general counsel for the Department of Education and advisor t the Secretary of Education Margaret Spellings, is one of the attorneys asked to investigate the Common Core. This is what he said: Common Core is in violation of 1) The Department of Education Organizational Act established in 1979, Section 103B; 2) The General Education Provisions Act; 3) The Elementary and Secondary Education Act first enacted in 1965 and most recently amended by the No Child Left Behind Act of 2002. Each of these laws has language that essentially says the same thing—the Federal Department of Education shall not be involved in developing, supervising or controlling instructional materials or curriculum of any educational institution, school, or school system. Lance T. Izumi, Senior Director for Education Studies at Pacific Research Institute, the author of a small booklet about Common Core, Obama's education takeover, says the following: The 1979 law also prohibits the direction, supervision, or control over the selection or content of library resources, textbooks, or instructional materials by any educational institution or school system. Also, the freedom of a teacher to select his or her own material to teach from will be greatly restricted by Common Core and is in violation of the 1979 law. This explains why the current administration is trying so hard to disguise the CCSS as a state-led initiative. The current administration has laid the groundwork for an unprecedented centralization of educational policy under the guise of promoting educational innovation, accountability and improved student achievement. In reality, the president's new national standards, curriculum, and testing, in addition to huge spending commitments by the federal government are an attack on our system of checks and balances according to Bill Evers of the Hoover Institute, a strong critic of the CCSS. Mr. Evans, whose served as Assistant Secretary of Education under George W. Bush said when the federal government takes over rights that belong to the states, the health of our constitutional republic will decrease. We have a system of checks and balances to guard our freedoms, it's called federalism. It is a dual system of federal and state. They both collect taxes and

COMMUNITY COMMENT
CONTINUED

have jurisdiction over certain things. Our founders intended for both to be in place and not have the federal government take over the states. Our founding fathers deliberately left education out of the constitution because they wanted local school boards to decide what curriculum they wanted taught in their communities. Please review this important information while you can still exercise your power as a member of the parts of the local school board for which you were voted into by those who pay school taxes here in Josephine County. Concluded with the following quote from Chief Justice John Roberts: States should defend their prerogatives by adopting the single expedient of not yielding to federal blandishments when they do not want to embrace the federal policies as their own. The states are separate and independent sovereigns, sometimes they have to act like it.

David Shortreed/Calvary Chapel—We are told that the purpose of Common Core State Standards (CCSS) is that the curriculum and testing is uniform throughout the countries so when students move they won't have transition problems among school districts. Actually the US Census states only 2% of all people move across state lines at any given year. Although the CCSS dictate that students should learn in the given year, they do not dictate the sequence topics. This thought process in no way improves student mobility. Students will study fewer ideas and facts, but they will be expected to know more about these facts they do study. We are told that the CCSS will help teachers improve their craft because it would allow them to collaborate and learn from teachers around the country. Actually school districts around the country are already spending a significant amount of money on professional development and teachers routinely collaborate within their schools, district and across the country. In addition there are hundreds of web sites that enable teachers to be able to share or sell their lessons with other teachers around the country. We are giving up our authority to others where we will have no voice at all, but will continue to be allowed to pay the bills. Finally, we are told that CCS is a set of standards that cannot be changed. These are the rules. Common Core is copy-righted and cannot be altered by anyone other than the owners of the copyright. Should a school district find the math program is insufficient and reflect very low expectations, the Common Core math curriculum cannot be changed. Should parents find the language arts program isn't giving their students the classical literature that is the foundation of our nation, it cannot be changed. We know that classical literature teaches children to investigate their surroundings, to make wise decisions, to have empathy. It teaches them to exercise their liberties with books like "Moby Dick, "Uncle Tom's Cabin" and "Huckleberry Finn" will not be read by students. The program cannot be changed.

Kathy Medina—focus of FERPA, the Family Education Rights and Privacy Act of 1974, that is United States federal law, or most recently was. This law protected students from the public having access to their education records, medical records and private family information. However, the current administration by executive order changed FERPA. In December 2011, with the help of Arne Duncan and the US Department of Education, FERPA was gutted and amended without congressional approval. The new FERPA regulations went into effect January 2012. They make it possible now for the federal and state governments to legally access all personal records on students and their families. The current administration is paving the way for private entities to buy their way into the personal data of our children and their families. Even more alarming, the Department of Education is encouraging an overreaching push from aggregate level data gathering to invasive individual student data collection. In other words, a defacto national database on all students nationwide. The national education data model available online lists hundreds of data points considered indispensable to the nationalized student tracking. These include: bus stop arrival time, bus stop description, dwelling arrangement, diseases, illnesses and other health conditions, religious affiliations, voting statuses, dwelling ownership, home schoolers and religious families that reject traditional government education would also be tracked, Original national education data model data points included hair color, eye color, weight, blood type, even dental status. The

COMMUNITY COMMENT
CONTINUED

American Principal's Project, a think tank, states that Common Core's technological project is "merely one part of a much broader plan by the federal government to track individuals from birth through their participation in the work force." How exactly does amassing and selling such personal data improve educational outcomes? It doesn't. Federal education is not about excellence or academic achievement. It's about control. The price of compliance with Common Core, however tempting monetarily speaking, is just too high. It's the mortgaging of our children's future and pray they consider this seriously and have her support if they should choose to get out of this.

Bill Walsh/Calvary Chapel—has asked a number of times why he is in opposition to Common Core State Standards (CCSS). A couple of comments from experts: Professor William McCollom, distinguished math professor from the University of Arizona, one of the three writers of Common Core in math, said in 2010 that overall standards would not be very high and not up to the standards of other nations, including east Asia, where math education excels. James McMilgram, Professor Emeritus of math at Stanford University and served as a member of the Validation Committee for the Common Core National Standards for math,, stated in 2011 that the standards were by-products of political and special interests that made them reflect very low expectations and to be as non-challenging as possible. One of the reason he is in opposition to CCSS is data-mining. There are methods they are doing data-mining and the first is the standards themselves where there will be a survey taken of all students asking multiple questions. The second method of data-mining is testing. Referred to a letter to validate the issue of testing, written to all of the parents of students in the state of New York. The letter references testing that goes on in the 3rd to 8th grade level and was signed by 545 middle-school principals in the state of New York. Additionally it was signed by 3000 other people, 40% of which are teachers in the middle schools of New York, 40% represented by parents, and about 20% were superintendents, board members, etc. The letter is on the website: www.newyorkprincipals.com and the letter is there along with the signatures. Some brief comments in the letter: tests have increased dramatically, a minimum of 120% and comments are from the teachers, tests are too long, ambiguous questions, students have reacted viscerally to the tests, many have cried, vomited, lost control of their bowels or simply given up on these tests. There are eleven different issues that are highlighted in the letter. Another reason he is in opposition is the loss of parental rights through the loss of local control. Parents now have no recourse to influence content standards. The parents lost control because the local school district and school boards have lost control. The standards are copyrighted by the National Governor's Association and the Council of Chief State School Officers. They are copyrighted by these two non-profit organizations, and a hired organization called "Achieve". States cannot change the standards—period. They are copyrighted. The federal government cannot change the standards—they are copyrighted to these businesses. States are only allowed to add 15% to the curriculum to make it state relevant. However, that 15% will not be part of the testing and there is no way to govern or change CCSS within a state. States are beginning to fight back. Five states did not sign on—but in addition to the five states that did not sign on, 20 states have said they want to back out. The other issue is the influence of big money involved with CCSS. To date CCSS has been primarily funded by the Bill and Melinda Gates Foundation. The foundation has either spent or committed to \$345 million for this program. Does Bill Gates truly believe in all of the issues of Common Core State Standards? Bill Gates is probably one of the best business men of our times. Microsoft stands to earn about \$4 billion on CCSS through the computers that are going to be needed, the software that will be needed, for data mining, and file storage. Another issue is the loss of school choice. Currently in addition to public schools there are charter schools, private schools, independent and home schooling available. None of these alternate systems at this time are required to comply with CCSS. But, will the charter and private and independent schools need to accept CCSS when they go for accreditation again? - Probably yes, no one really knows. However, for all these, including public schools, they have to look at CCSS if they expect their students to go to college. David

Coleman, who was one of the chief writers of the ELA portion of CCSS is now the head of the College Boards. College Boards writes the SAT tests. He has already commented that he will modify the SAT tests to align with CCSS. Subsequently, private schools, home schooling, if they want their kids to pass SAT tests, will have to modify their way of teaching in order to meet this curriculum. Additionally, Pearson, who is one of the largest providers of curriculum material to home schoolers, is a major contributor to CCSS. In 2016 all home schoolers will have to take state tests which are going to be called Common Core national tests. Costs and tax dollars are the unfunded mandate. States were not given an opportunity to do a study on what Common Core would cost before signing on. The costs are turning out to be enormous. Costs include teacher training, new curriculums, and technology. Common Core tests have to be taken entirely online by the year 2014-15. Estimates so far for cost depend on the number of computers per student. New York is saying they have to buy one computer for every two students. Some other states are saying they will get by with three. There is also the cost of bandwidth for all these students to be online at the same time. There have been two notable analysis done on cost since the implementation of CCSS. The Thomas Ford/Fortum Institute analysis estimates that the cost of Common Core will be or has been between \$3-12 billion. This analysis was funded by the Gates Foundation. Accountability Works did another cost analysis and their estimate is \$16 billion nationwide. Additionally it is currently estimated that it costs \$5 per student per test using CCSS the estimate goes to a conservative value of \$22 per student per test. Some of the states are saying it is getting as high as \$100 per student per test. They are going to work to make the public, school boards, and school districts aware of the issues of CCSS. Work with a growing number of groups across the state to broaden awareness of the impact of CCSS. Work with the State Legislators to have them pass legislation stopping CCSS from being further implemented in Oregon. There is already a complaint file to the Attorney General complaining about the fact that CCSS are being implemented in Oregon without discussion. They will also work with federal legislators to have CCSS invalidated because of the violation of the tenth amendment and federal law. The school district needs to take a stance on their position of CCSS. They need to inform the Department of Energy as to what their stance is, particularly if it is in opposition of the CCSS. They need to form their state legislators. Work with other groups that are in opposition to the implementation of CCSS and please remember in contrast to what Arne Duncan says, they are not all white suburban moms who are in opposition.

Kathleen Suits/Ft. Vannoy Education Assistant—an employee of the district, but not here representing the district. Also a parent and grandparent. Her children grew up in this district. The district prepared her children extremely well. She doesn't think we need to reinvent the wheel. She presented commentary from primary teachers: we recently adopted a new math book which has pages identical to the prior math book. Some of the concern of primary teachers are that there is so much time spent on testing that there is not adequate time given for mastering basic skills. Some of their suggested remedies, recognizing we have a huge lack of resources in implementing this program. They are looking for possibly a hybrid model. One that implements the standards but retains common sense building blocks and allows for basic skills to still be mastered. Resist the temptation to model ourselves after urban school districts. We have rural uniqueness and rural lifestyles. She expressed the utmost support for our teachers in this district and hates to see this top down approach to education, using vanilla standards. She closed by stating she truly objects to Common Core—our children are not common.

Board Chair responded by stating he has some very strong concerns and very bad feelings about some of the things he has heard. It seems that there is this oppression from the teachers, a sense of not being able to come forward. He has tried to figure out why the teacher feel like they can't speak up and is not sure. The only thing he can come to terms with is maybe that our administrative staff has worked so hard to meet and align with these standards for the Common Core, nobody wants to speak out on all the hard

COMMUNITY COMMENT
CONTINUED

work that everybody has done. Speaking on behalf of himself, he wants the teachers to know that they support them, whether they are in favor or they are opposed. He just wants to hear the real truth from the teachers. He wants to know if this is the best thing for our kids—or is it not the best thing for our kids.

Kurt Ramme—a native Oregonian that got his education in Portland, graduated from high school in 1959. Would Common Core allow him to take the classes, such as Latin and four years of science classes and math, required toward entrance into college for pre-pharmacy? He had a book called “Non Dare Call It Education” by John Stormer. There is a meeting in Kansas, Lamar Alexander, former Governor of Tennessee spoke about the education conference. Outcome-based education—schools will be open 365 days a year, 6:00 in the morning until 6:00 at night starting with three-month-old babies. You want that? There is a pastor in this audience, he would agree that the mother should be home taking care of the child, not three months old being under day care centers or other things. This is suggested to be compulsory. Then we also have outcome-based education, then we have President Bush’s No Child Left Behind, now we got Common Core. We need to get rid of these alphabet organizations such as the National Education Association. Joseph Farah, who wrote a book “Taking Back America” we need to get rid of these bureaucracies and bring it back to the local, to the state, these mandates. The federal government should not be intruding on our rights. Look it up in the Constitution—where do they have the right to have a national education association? One of things that bothers him most of all, prominent people referring to children as kids. His sixth grade teacher taught him that kids are baby goats, and when you say you need more money for kids—he’ll say no you don’t, their goats. The educated people better get back to basic English. He is a taxpayer, and if he doesn’t like the Common Core being forced on us, they ought to not pay that part that goes to the school districts on their taxes till the school boards listen to them. They pay the teacher salaries. He doesn’t support the Josephine County Library—revisionist history. Our books are being revised, making Americans and the pilgrims bad people. He appreciates the comments made by the other people, especially the man talking about Bill Gates and the United Nations. We are America and need to keep our education locally. We need to get back to the basics—reading, writing, arithmetic and respect for other people. He then thanked the board for having an invocation—City Councils can’t have them.

Paul Walter/Newswithviews.com—they have over 150 writers, 15 attorneys from around the country, about 20 educators. Charlotte Iserbyt was Ronald Reagan’s National Policy Advisor under education. She is a whistle-blower on Common Core. Common Core is kind of like global warming—once you catch on to the scam of global warming, so the globalists repackaged the name and called it climate change—but it’s the same thing. Common Core has been called many things before this. He explained one of the things on a third grade math test adding hand grenades—felt it was pretty sick. The Common Core is really Communism. He came from a communist county—born in 1945 and escaped communism at age 14. Charlotte asked him if any school board member here allowed to give her phone number out in Maine so they can speak with her personally as she is the foremost expert on the Common Core. He can provide her phone number by email as he doesn’t have it with him. She has a book out called “The Deliberate Dumbing Down of America.” What Charlotte told him, and what he has been reading from his writers, is what this will basically do is eliminate representative form of government—we will not have elected school boards - all we will have is bureaucrats running everything and the people and the parents will have no say. That is where this is all leading to. He lived under communism, and people don’t escape from Cuba to shark-infested waters and take the life under communism because its wonderful—because it isn’t. One thing that Charlotte told him is the Common Core to education is what Obamacare is to the health industry. Obamacare is destroying the health industry and is nationalizing everything,. What Is happening in our country today is we are heading into communism. Obama is a communist. He lived under communism, he knows what it is. When you have

COMMUNITY COMMENT
CONTINUED

communism they take over everything. They took over the auto industry through the bail-outs, they are taking over the health industry through Obamacare. He asked to stick around to get the board's emails to email them Charlotte's home phone number so they can call her and talk to her themselves.

Ernie Stone/New Hope—had a question—for a school to be accredited in Three Rivers School District they have to meet certain accreditation standards. How does the CCSS compare with the accreditation standards? If they are both the same standards, then why do we need Common Core? If they are different standards, then which standards would the schools be required to meet in order to be accredited? If the Three Rivers School District chooses not to embrace Common Core, will the district then automatically lose their accreditation? Superintendent Adams wrote the questions down and told Mr. Stone that someone would get back to him.

Denny Stahl/Calvary Chapel—He thanked the board for the extended time for public comment. Appreciated Superintendent Adams comments and the three-minute video. When the lieutenant –governor of North Carolina asked their state school board to provide answers to his question—what's in Common Core, they asked him to send 10,000 blank pages so that they could answer his question. He ended up receiving twelve boxes with over 40,000 pages. Common Core is not what it appears to be. There is something underlying underneath it that causes all of them to have concern. He and his wife raised three children and sent them to a private Christian school, then when they got to junior high school age they moved them over to public education. He is really proud of the school districts in Josephine County. They have faced challenges with cut-backs. He shared a story regarding his granddaughter, who is home-schooled. At the age of 6 she was reading at the junior high school level. She is an avid reader. One of the concerns his daughter has is what the Common Core means for private education and for families that choose to home-school. There is something underneath Common Core that needs to be brought to attention. A comment provided by Dr. Chester N Pierce, Professor of Education at Harvard, addressing the Association for Childhood Education International in April of 1972—"Every child in America entering the school at the age of five is mentally ill because he or she comes to school with certain allegiances to founding fathers toward our election officials, toward his parents, toward a belief in the supernatural being and to the loyalty or to the sovereignty of this nation as a particular place. It is up to you as teachers to make all of these sick children well in creating the international child of the future". Common Core tells what the ultimate objective is—that is not a citizen of the United States, not a citizen of the community, not a citizen of Josephine County or Grants Pass, but a citizen of a one-village, a global. Because Common Core is not just going to be directed towards the United States. It's going to be directed towards every nation on the planet to fulfil Dr. Pierce's vision of preparing children for the future. He is proud of his grandkids and what they have accomplished in home school. There is a glimmer of hope - a light at the end of the tunnel. Massachusetts, which has some of the most profound test scores in the entire United States, has decided to delay the implementation of Common Core. To really take a closer look at all of the underlying lynch-pins of Common Core. That's what he would suggest. Realizing there are decisions made in Salem that the board has no control over. If we start making parents aware of the threats of Common Core and our school districts and our educators, which we value so highly. We stop accepting what is being offered, with a big, big carrot on the stick, that we would be wise to wait and take a good look at what Common Core truly is and what it's objectives are and then decide if it is something we want to adopt.

Deana Anderson/former teacher—used to be an Oregon teacher. Has done research and education for almost twenty years. Common Core is one bump in the road in restructuring schools. A lot of good evidence has been given tonight about how much it will cost, where it originated, who is behind it and a little bit about the actual standards themselves. Instead of her word, go back to Sandra Stotsky, one of the 25 members of the validation

COMMUNITY COMMENT
CONTINUED

committee for the Common Core. What a lot of people do is they notice James _____ being the math expert and Sandra Stotsky as the English/language arts expert on that team and get focused on that. What we don't get focused on are the two people that were on the OECD. One gentleman was representative from London University. When Sandra Stotsky put out her report, after she refused to sign on the Common Core, she frankly said that their validation team was just a show team. They really didn't validate anything. Any suggestions that they gave back to the original designers was never adopted to begin with. If you go on Common Core website on the introduction to English/language arts you will see that they called it a living work. What do living things do—they grow, they change and they get bigger until someone chops them down. Oregon, Washington and Idaho all belong to the National Alliance for Restructuring. Teachers are busy caring for kids, school boards are busy running schools and administrators so it's difficult to look into the future. The question that Sandra Stotsky did not give to the public is why are the Common Core being pushed so hard by our federal government? In her opinion, they're an empty skill set of standards. They tell you how to teach, in fact redundant with critical thinking skills. You can read one standard in English, language arts, history, social studies, science and whatever and you can read the same standard going down the grade levels. They are generic and skill-based only. Like Arne Duncan said, they're not the curriculum. The current academic standards that they have worked so hard on, on aligning with the Common Core, have had those academic standards for a long time. The district will not have them any more. What they wanted the district to do was go ahead, because this is a bridge year, you bring in the Common Core and you've got your academic standards, and you imbed them in. But Oregon has a different idea for you down the road. They are going to be imbedding them with the U.S. partnerships sustainable standards. With the sexuality standards that he raised up, with the national social studies standards, the next generation science standards, the civics 3 standards—all of which will replace the current academic standards, but they need the Common Core framework to put them in. The No Child Left Inside Act, House Bill 2544 passed in Oregon in 2009. It is a secondary of the Oregon Solutions Plan under Kulongoski. The Oregon Solutions Plan came up with Sustainable Oregon Schools Initiative, back in 2003. We have sustainable types of standards, kind of working on task forces and it is really hard to pin down where they are going and what they are. Then when they passed the No Child Left Inside Act they created the Oregon Environmental Literacy Plan and from there, more assignments from the North American Association for Environmental Education who provided the blueprints for Oregon. She and Tracy Price, Kitzhaber's girl, and Lori Stole from Zero Waste Alliance—a very closely-knit group of people came up and crossed over the U.S. Partnerships. The U.S. Partnership is one of the partnerships with the Oregon Environmental Literacy Task Force and Planning. You go to the U.S. Partnership website and they are there to undergird the new ends decade for sustainable development. Their version three of October standards are what's being imbedded into the Common Core. The funding is not there. Ben Cannon called her last summer—the sustainable standards were not mandated. For kindergarten through fourth grade: students assess their own learning by developing criteria for themselves and use these to set goals and produce high quality work. For middle school students: students compare the distribution of resources between two or more economic classes, ethnic and cultural groups within their own community and afar. Middle school also, here is where they learn what a democracy is: students participate in a simulation to devise a national energy policy through negotiation, collaboration, and coalition building among three groups that make a democratic society, the state, a civic organization and business. Standing by themselves, any of these standards that sound like UN, international, or generic. Oregon Environmental Literacy Standards—they are aligned with the Common Core, they even admit it. There is 144 page document on there and OEIB board is going to be supporting them through STEM. There is another board besides the State Board that has power. The Oregon Education Investment Board. She gave a few more examples of standards. They can put this on 144 page document, that doesn't mean any school has any obligation to adopt it. It takes money—the bribery part, the carrot stick. We have STEM,

COMMUNITY COMMENT
CONTINUED

which stands for Science, Technology, Engineering Mathematics. The STEM standards, HB 3232 passed last year which will be giving districts about \$13.5 million in STEM grants. That bill is going to create a STEM network, so this is why they want the Common Core. She then shared a STEM standard. She has always supported public schools over school choice but it is getting kind of hard, especially coming from Jackson County and to see so many changes there. If one school district in Oregon stood up and said no and gave good reasons why, and had their research behind them, they could shake something up in Oregon and up north.

Darin Fowler/Mayor—gave s short example—over in Medford they are a little bit ahead of Josephine County in adopting the Common Core and what they found was the senior class last year found some loopholes in it. In giving the same test more than once, they allowed students to change their grade. If a good student got the equivalent of a B on one of their Common Core tests, and someone else got a D or an F, the person with the B could not retake the test, but the people that did not pass it were able to retake the exact same test, score an A and that was their final grade. So they got a better grade than the person that did well the first time. They ended up with 22 valedictorians at the end of the year—everybody wins. It doesn't celebrate accomplishment when everybody wins. He encouraged the board to follow up on the idea of getting teacher input. The teachers need a way to get information and they are the ones where the rubber meets the road. They are the ones that care the most about where the curriculum is headed, where the whole education system is headed, and they know the history. The board needs to develop a process for them to get information to the board , that is tangible, so they really know what is going on. You can talk all night on how you think it might go, or how you hope it doesn't go, or heard it might go, but if they can find a way to track the way it's going they will know what to do. They will be able to follow what education and what gut feelings they have to do the right thing in the end.

Lois Maxwell/former teacher—shared that 20 years ago she left the district and informed the school board back then that "Goals 2000" was they reason why. Why she quit is why she is back tonight after 20 years. She has seen the same curriculum that the board has heard about here. The curriculum that is aligned to Common Core is simply a disaster for America. A few months ago she and Diana created a website, they called it *stopglobalisteducation.com*. Parents of school age children are our children's primary educational providers and protectors. School boards are elected to make decisions regarding the knowledge and the skills that our children need to protect their unalienable rights in a free republic. The public is the watchdog, informed voters who protect our children's future by what they understand is going on currently. What can you do? This is governed by not only the federal government, but this is something that is going world-wide. This is a global education program. If you think you are too small to make a difference, try going to bed with a mosquito in the room, We can all be active mosquitoes, all flying in the right direction and taking our country with us. 1) Educate yourself and share your knowledge with others. She is not promoting a website and she has never taken a penny from anyone. Go to 'stop globalist education'.com and then forward it to your family and your friends. They have linked with many other people who are fighting Common Core. 2) Remove your child from influences that change their attitude, values and beliefs. If our public schools are surrendered to Common Core, form home school co-ops. She personally, with her husband and her children, homeschools her granddaughter. She started Community College at age 13. Not only did she do that, but they didn't have a science lab in their home, but she learned science. When she went into her classes her science teacher on a final exam was so excited he called them and said "I have never had a student do this well on a test". If we have to, we can take our children out—that includes school board members, teachers and so on. She loves the profession that she had to leave. She has the greatest respect and love and support for all who stayed and slugged it out. Her job was to be a watchperson on the wall. School board—end all of this. Broaden your children's understanding of constitutional law and

COMMUNITY COMMENT
CONTINUED

the Bill of Rights. Teach them authentic American history. Are we getting that in globalist education? - Absolutely no. Try to find the second amendment—it ain't there. Demand dismantling of the unconstitutional Department of Health Education and Welfare. Get state and local control back in to our schools by people like you. Start electing people, legislators, who will uphold the Constitution and replace those progressives that progressed us into this Socialist state that we are in now. That's what it said on Time Magazine, we are all Socialists now—and that's how are children are going to be trained, because it's world socialism that they are going into. Join groups who are resisting Common Core, and that includes school board members as well. Learn more about it. Learn how to counter, group manipulation tactics. Change agent manuals were in our schools when she left, and is on the website with scams to show you what they look like and what they taught. She is certified in behavior modification, therefore that's her interest is the behavior that happens when these things are taught. They can learn to counter those manipulation tactics whether they are being trained as teachers, which they are going to be trained by change agents very soon. Join with others at their school, refuse to attend until Common Core is defeated. It it gets to the point where it's right on the line we are going to have to take a mass exodus and get out of public schools. There is no reason why we can't do that. Some students are refusing to take pilot testing already. Get UNESCO out of American schools. When you see what it is on the website you will be absolutely furious. Goals 2000 came right out of UNESCO's world core curriculum. Now we have Common World Core. Educate you legislators about Common Core. They don't understand it. This school year they will be trained by professional change agents. The same ones that came in and trained them for Goals 2000. The teachers will be stepping out as well, and if you have to get completely out of public school there will be a reason why teachers will be leaving also. These changes are going to be so drastic that those teachers that stood before children and the stuff they were having to teach will be leaving the education process non-voluntarily. There will be, it will happen, they will do it in the much-used way of creating an economic crisis. They will need to solve the crisis but cutting teachers. The outcome will be something like MOOC, a massive open on-line course—free. How about Sal Kahns Academy—open academy. They will tell you they don't need teachers anymore and convince the American public that this crisis means we have to get rid of teachers—she guarantees it. How about what they are doing in Canada? They started their first crisis and they fired al the French and German classes because that was something that could easily be done by computer. Waterloo global science initiative—as of October 3rd of this year. A non-profit partnership, no grades, exams, multi-age—just like Goals 2000 was. International leaders, it's called Learning 2030's to be implemented in 2030—by then we should have all of the teachers gone and the public will be happy because once again their taxes go back down. We are going to global education— the same for everybody in the world. How will you keep your American Sovereignty under that kind of system? Get on our website, share the knowledge with the people that you know and wake them up; especially the legislators. She hopes the school board people will do that.

Board Chair Crume stated that they have heard a lot of good information. He apologized as he feel he should have done a better job as a board member being more educated on some of this. It wasn't until he got the text messages, e-mails, phone calls and letters, that he and his wife started digging on this and trying to find as much information as he could find. Some of what he heard tonight he agrees with 100% and some of it he has questions and would like to research. He feels like there is a sense of urgency on their behalf, as well as some of the government people. He has listened to some speeches and some presentations. When our Deputy Superintendent, Rob Saxton, who is not elected, but appointed by the Governor, stands up and tells everybody what an S.O.B. he is and how any free thinkers are unacceptable—he has questions. When he says that he stands up and promotes the P20 initiative and it makes so much sense to him and the alignment with Common Core, he has questions about that. The P20 initiative is prenatal through twenty years old—they want to track and gather information in the womb and

dictate what these mothers do before their kids are even born. They want our kids to go to school at an earlier age. They want them to start at four years old. He doesn't want kids to run from our public education. We have good teachers and good staffs, and he supports them. He has said since campaigning for his position many, many times and several times since he got elected—He has not asked for many things since he has been on the board, but he asked this board to strongly consider a curriculum committee. We need a curriculum committee in this district made up of the mothers and the fathers, the grandmothers and grandpas, the taxpayers and the pastors in our community to look and see what our kids are being taught. This could be a full-time position for him. He spends endless hours and there is no way that any one person can do it all. It takes many groups of people. He asked the board to consider this and for community members to step forward and volunteer to be a part of this committee—see what their kids are learning. If they are not happy—be a voice. The board needs to hear from everyone. A couple things he didn't hear talked about - it seems that New York state was one of the first states to adopt the CCSS and they have reported a 30% drop in their test scores. They are strongly pushing back. A lot of people want to say that this is a conservative movement—he doesn't think New York is known for their conservatism. They heard a lot of good suggestions. They need to take a good, hard look at things as a board.

Member York responded that it is important that they don't just knee-jerk reactions—to actually think about what underlying themes are. Are they attempting to create a crisis by implementing standards but not having new York as an example. They have already seen a 30% drop in their scores—are we trying to initiate some kind of crisis by saying now we need curriculum to improve the standards, and who is going to develop the curriculum? Probably the people who wrote the tests—but who wrote the tests? We have to be very careful to not just knee-jerk and think we have to have some kind of answer for this. Sometimes we have to stop and think and not be so ready to panic as a society—to actually have a little faith and trust that there is something behind this that we can actually learn from some of the things that have gone on in their past. We have very knowledgeable people in our public body who want a voice and they are fools to not listen.

Member Olmo reiterated one of the main concerns that she has heard coming from our community is the collection of data and the sharing of data and what will be done with it. We have always collected test scores and shared test scores with the state. She would want to spend some time looking in to what we are sending to the state and has it changed in any way and what sorts of privacy understandings do we have with the state regarding our students data and our responsibility to keep that private.

Board Chair Crume stated his concern with data sharing is that it does go so much deeper than that. In some of the other books that have come out with the Common Core, the *Promoting Grit, Tenacity and Perseverance* they talk about facial expression cameras in the schools, fMRI machines—which is a functional MRI to take maps of your brain as you are thinking—compiling that data. These are the things that concern him. The test scores concern him too—sharing them. They have been told that they won't leave the state of Oregon, but if you dig deeper he doesn't believe that.

Member Olmo asked if we have any of that technology available in our district? Board Chair Crume's response was no, they don't believe anybody does, but it's in the books if you read them.

Board Chair Crume stated the point of their meeting is to hear from the public and to hear the concerns that they have been sent and to make the board aware and explore where they want to go. Of course none of this stuff has been implemented in our district, but he never wants to have to face whether it may be.

Member Dwyer stated that we also have tremendous assets as a community. We shouldn't forget that we have great strengths. We have a very skilled Curriculum Director who works very hard and is fighting for our kids. We have some really smart teachers—people are not easily fooled and they are going to know whether the kids that they love and teach every day are having success or not having success. She agrees that it is crucially important that we keep the avenue of communication open and safe so that they can hear from the people that are in the classrooms with our kids. She has great faith in their skills and their ability.

Board Chair Crume stated he agrees with everything Member Dwyer said 100%, we do have great people and it's tough to have these conversations—but it's foolish to not have them. It's foolish not to hear what the communities concerns are.

Member Lengwin asked where the three minute video that they watched came from? Superintendent Adams responded that it came from the ODE website. The ODE website is a great resource. There is parent toolkits, teacher toolkits, administrative and school board information.

ADJOURN

Adjourn at 8:20 PM

Ron Crume
Chairperson of the Board

Patricia Adams
Superintendent-Clerk